

High School
Recommended
for 11th Grade

Dig Deep—

Analyzing Sources CBA

A responsible citizen can use historical thinking to develop thoughtful participation in a democratic society. To develop your thinking skills you will develop and support a thesis on an historical question based on your analysis of primary sources and historical narratives.

Directions to students¹

In a cohesive paper or presentation², you will:

- ☐ Develop a historical question.
- ☐ State a position on the question that outlines a reason(s) in support of the position.
- ☐ Provide evidence for your position using two or more of the following social science perspectives:
 - geographic
 - cultural
 - political
 - economic
 - sociological
 - psychological.
- ☐ Provide reasons for your position that include
 - An evaluation of how of three or more sources, including primary AND secondary sources, support the position on the historical question.
- ☐ Make explicit references within the paper or presentation to three or more credible sources that provide relevant information AND cite sources within the paper, presentation, or bibliography.

¹ This directions page guides students towards the “proficient” level (level “3”) for this CBA. To help students reach “excellent” (level “4”), please refer to the rubric or, if available, the graphic organizer.

² Students may do a paper or presentation in response to the CBA provided that for either format, there is documentation of this response that someone outside their classroom could easily understand and review using the rubric (e.g., a videotaped presentation, an electronic written document).

High School – Dig Deep-Analyzing Sources CBA Rubric *(Recommended for 11th Grade*)*

←-----PASSING NOT PASSING-----→				
GLE (EALR)	4 - Excellent	3 – Proficient	2 - Partial	1 - Minimal
4.3.1. Analyzes differing interpretations of events in U.S. history (1890 – present). (11 th Grade) (EALR 4.3. Understands that there are multiple perspectives and interpretations of historical events.)	- States a position on a historical question that outlines a reason(s) in support of the position. - States why studying this historical question helps us to understand current issues and events.	States a position on a historical question that outlines a reason(s) in support of the position.	- States a position on a historical question but does not outline a reason(s) in support of the position OR - States a position on a historical question that is unclear or vague.	Addresses a historical question without stating a position.
5.2.1. Evaluates and revises research questions to refine inquiry on an issue or event. (11 th Grade)	Provides evidence for the position using three or more of the following social science perspectives:	Provides evidence for the position using two of the following social science perspectives:	Provides evidence for the position using one of the following social science perspectives:	Provides evidence for the position without using any specific social science perspectives.
5.2.2. Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11 th Grade) (EALR 5.2. Uses inquiry-based research.)	- geographic - cultural - political - economic - sociological - psychological.	- geographic - cultural - political - economic - sociological - psychological.	- geographic - cultural - political - economic - sociological - psychological.	
5.4.1. Evaluates and interprets other points of view on an issue within a paper or presentation. (11 th Grade) (EALR 5.4. Creates a product...)	The evidence for the position includes: An evaluation of how well four or more sources support the reasons for the position including primary AND secondary sources.	The evidence for the position includes: An evaluation of how well three sources support the reasons for the position including primary AND secondary sources.	The evidence for the position includes: An evaluation of how well two sources support the reasons for the position including primary OR secondary sources.	The evidence for the position includes: An evaluation of how well one source supports the reasons for the position including a primary OR secondary source.
5.2.2. Evaluates the validity, reliability, and credibility of sources when researching an issue or event. (11 th Grade) (EALR 5.2. Uses inquiry-based research.) 5.4.2. Creates strategies to avoid plagiarism and respects intellectual property when developing a paper or presentation. (10th Grade) (EALR 5.4. Creates a product...)	- Makes explicit references within the paper or presentation to four or more credible sources that provide relevant information. - Cites sources within the paper, presentation, or bibliography.	- Makes explicit references within the paper or presentation to three credible sources that provide relevant information. - Cites sources within the paper, presentation, or bibliography.	- Makes explicit references within the paper or presentation to two credible sources that provide relevant information. - Cites sources within the paper, presentation, or bibliography.	- Makes explicit references within the paper or presentation to one credible source that provides relevant information. - Cites the source within the paper, presentation, or bibliography.

* OSPI recommends that this CBA be used at a particular grade level and thus, the GLEs included in the rubric are for that grade. However, if the CBA is used at another grade level within the grade band (3-5, 6-8, or 9-12), the GLEs may need to change to match the appropriate content.

** Please also refer to the document "Scoring Notes for Secondary Social Studies CBAs" when evaluating student work.